

DEI 101 Facilitator Guide

Overview: Diversity, Equity, and Inclusion (DEI) 101 covers DEI basics, provides an overview of DEI in the Navy, reviews DEI Naval history, standardizes some DEI terms, makes a case for DEI and suggests strategies based in best practice for implementing DEI in the workplace. DEI 101 is for DEI practitioners and individuals tasked with facilitating DEI training or initiatives to instill knowledge of DEI key terms, concepts and strategies.

At the end of this training, all attendees should walk away with foundational DEI knowledge of concepts such as identity, bias, disadvantaged individuals and groups, and allyship. The *DEI 101 Facilitator Guide* provides additional context, definitions, facilitator recommendations, response examples and assists in providing recommendations for discussion and activity moderation. This facilitation guide is an essential tool for anyone facilitating DEI training using DEI 101 and is meant to support their engagement with attendees, but it is not a presentation script. Presenters should feel empowered to add in personal examples and lead activities in a way they think will help them connect with their audience.

NOTE: In some cases within the ever-evolving world of DEI Best Practices, the most often-used terms have gathered the ability to generate immediate reactions among some individuals. To ensure that this training module generates positive conversation, some currently-standard terms have been intentionally omitted. It is recommended that facilitators make principal use of the terms used in this facilitation guide and the associated slides in order for the training to be meaningful.

Activity Sections: Activities should be treated as optional during trainings or as takeaways for attendees to complete in their own time. Please see the discussion questions in the identity and bias sections of DEI 101 and the *Close Circle Bias Audit Template* for more information.

Section 1: U.S. Navy & DEI (Slides 1-9)

Additional Research & Statistics Around Valuing DEI:

During the initial section of DEI 101 feel free to reference your own personal or learned examples regarding how DEI strategies and initiatives improve readiness and better teams. Here are additional insights available for reference:

- Gender diverse executive teams were **27%** more likely to have superior value creation¹
- Organizations that incorporate diversity and inclusion into the workforce see **22%** less turnover¹
- **50-69%** of professionals of color who anticipate potential bias report a high intent to leave their jobs²
- Companies focused on diversity are **70%** more likely to capture innovation in emerging markets³
- “Feelings of inclusion” are linked to an increase of up to **35%** of an employee’s emotional investment to their work³

¹ *Delivering Through Diversity* McKinsey & Company January 2018 Report

² Catalyst, *Quick Take: Turnover and Retention* (April 16, 2020)

³ Harvard Business Review, *How Diversity Can Drive Innovation* by Sylvia Ann Hewlett, Melinda Marshall, and Laura Sherbin, December 2013

- Women view an organization as **“fair”** when they see themselves represented in management positions⁴
- There are **less reports** of discrimination and sexual harassment in inclusive workplace cultures⁵
- Teams that include cognitive diversity **solve problems faster**⁶
- Employees feeling a strong sense of belonging has been linked to a **50%** drop in turnover risk⁷
- People of color who experience microaggressions in the workplace are **more likely to quit**⁸
- US employee turnover cost at around **\$15,000** per employee⁹
- Over **77%** of voluntary turnover is preventable¹
- A higher emotional tax burden for workers may **contribute to their intention to leave**³
- “Burnout” absenteeism, turnover, and reduced productivity costs more than **\$300** billion a year¹⁰

History of DEI

When presenting this section, highlight individuals or events that you, as a facilitator, personally admire or feel connected to. As you guide DEI 101 participants, you should reflect on past history and present-day in a way that feels personal and accessible. The [Naval History and Heritage Command](#) has resources about individuals that contributed to our Navy and the impact of their service. Feel free to note the pioneers we have provided or share insights about other notable figures in Navy history.

NOTE: DEI 101 serves a foundational introductory training to DEI concepts, as such we are introducing the contextual importance of historical progress and events that have led to our present day. Facilitators can choose to expand upon the provided information but please note that DEI 101 is meant as an introductory course as the first section of a longer and more in-depth DEI training series

U.S. Navy Pioneers Extended Summaries

LCDR Dennis Denmark Nelson

Summary: Part of the Golden Thirteen and the only member to serve a full Navy career, he attained the rank of Lieutenant Commander in June 1953 and went on to serve as public information officer. LCDR Nelson’s report turned book helped raise consciousness

⁴ Madera, Juan & Ng, Linnea & Sundermann, Jane & Hebl, Mikki. (2019). Top Management Gender Diversity and Organizational Attraction: When and Why It Matters. Archives of Scientific Psychology.

⁵ Helen H. Yu and David Lee, “Gender and Public Organization: A Quasi-Experimental Examination of Inclusion on Experiencing and Reporting Wrongful Behavior in the Workplace,” Public Personnel Management, vol. 49, no. 1 (2020)

⁶ Harvard Business Review, Teams Solve Problems Faster When They’re More Cognitively Diverse by Alison Reynolds and David Lewis, March 30, 2017

⁷ Harvard Business Review, The Value of Belonging at Work by Evan W. Carr, Andrew Reece, Gabriella Rosen Kellerman, and Alexi Robichaux, December 16, 2019

⁸ Center for Talent Innovation, Being Black in Corporate America Report, 2019

⁹ Work Institute, Retention Report, 2019

¹⁰ Harvard Business Review, Making Work Less Stressful and More Engaging for Your Employees by Natalia Peart, November 05, 2019

about the plight of the Black sailor. He argued that racial stereotypes were fictional and advocated that anyone with equal treatment and good leadership could perform any role in the U.S. Navy regardless of race. The Navy did not fully embrace this thesis for many years, but his work was fundamental in the history of the Navy.

To Learn More: [The Golden Thirteen- Dennis Denmark Nelson](#)

LT Susan Ahn Cuddy

Summary: In 1942, LT Cuddy became the first female Asian- American to serve in the Navy and also its first female gunnery officer. During WWII, she served as an instructor in both combat air tactics and the use of the .50 caliber machine gun. She subsequently worked at U.S. Naval Intelligence as a code breaker and at the National Security Agency during the Cold War.

To Learn More: [First Female Asian Officer Speaks About Her Naval Service](#)

CAPT Joy Bright Hancock

Summary: CAPT Hancock served as a Yeoman (F) during WWI and worked at the Navy Bureau of Aeronautics during the interwar period and was commissioned as an officer in the WAVES during WWII. As Director of the WAVES, she was instrumental in crafting and securing passage of the Women's Armed Services Integration Act in 1948, which allowed women to serve as permanent, regular members of the U.S. armed forces. She subsequently became one of the first female officers sworn into the regular Navy on October 15, 1948.

To Learn More: [Joy Bright Hancock](#)

Benefits to the Navy and to Sailors

In a workplace where DEI is a priority, the goal is to ensure everyone is respected and valued; people trust that they can speak up and be treated fairly, and we share a sense of authentic belonging. DEI places emphasis on communicating and involving every individual within the Navy. The Navy is a workplace enriched by personal differences, enhanced by an engaged workforce's innovation and creativity, which we can ensure through consistent application of DEI best practices.

Sailors are enriched by DEI principles and practices in the forms of support to their careers, catalyzing their creativity to imagine new solutions to problems, and the security to feel like they don't need to keep part of themselves hidden from their team. Being fully present enables them to focus on the task at hand, rather than wondering whether their team will accept them as they are.

If we genuinely draw forth DEI ideals in Sailors' day-to-day life, we can position the Navy not just as an employer and workplace of choice but as the first choice.

Related Products:

Task Force One Navy Report: The Task Force One Navy Report identifies 56 recommendations for the Navy to improve diversity, equity, and inclusion and in support of sustaining a culture of excellence. Further details can be found in the [\(TF1N\) Report](#).

Section 2: DEI Basics (Slides 10-11)

Definition of Diversity: All the different characteristics and attributes of the Department of Defense's (DoD's) total force, which are consistent with DoD's core values, integral to overall readiness and mission accomplishment, and reflective of the Nation we serve.¹¹

Diversity means [that] all the different characteristics and attributes that make up the one Navy team, which are consistent with Navy core values, are integral to overall readiness and mission accomplishment and reflective of the Nation we serve. This includes Diversity of Experience, Diversity of Thought and Demographic Diversity.¹²

Definition of Equity: The consistent and systematic fair, just, and impartial treatment of all individuals, including individuals who belong to underserved communities that have been denied such treatment, such as Black, Latino, and Indigenous and Native American persons, Asian Americans and Pacific Islanders and other persons of color; members of religious minorities; lesbian, gay, bisexual, transgender, and queer (LGBTQ+) persons; persons with disabilities; persons who live in rural areas; and persons otherwise adversely affected by persistent poverty or inequality.¹³

Definition of Inclusion: A set of behaviors (culture) that encourages Service members and civilian employees to feel valued for unique qualities and to experience a sense of belonging: valuing and integrating each individual's perspectives, ideas, and contributions into the way an organization functions and makes decisions.^{11 12}

The key to leveraging our diversity is inclusion, but there are barriers to inclusion around us every day. It is up to all of us to identify these obstacles at the individual, group and organizational level and work together to resolve them. We must all live up to the Sailor's Creed: "I am committed to excellence and the fair treatment of all."¹²

Section 3: What is Identity? (Slides 12-13)

Definition of Identity: Identity is the composition of internal and external characteristics that make you who you are. Identity can be personally, socially, culturally, or even legally assigned.¹⁴

Federally Protected Identity Characteristics: Equal Employment Opportunity (EEO) regulations legally require businesses to avoid discrimination on the bases of race, color, national origin, religion, sex, disability, age, sexual orientation, and genetic information. Expanding diversity establishes a culture of inclusion and promotes success for both organizations and businesses.¹⁵

Equal Employment Opportunity: The right of all DoD civilian employees to apply, work, and advance on the basis of merit, ability and potential, free from unlawful discrimination based on

¹¹ DODI 1020.05, "DoD Diversity and Inclusion Management Program," September 9, 2020

¹² U.S. Navy Inclusion & Diversity Goals & Objectives, DECEMBER 2019 | OPNAV N17, Director, 21st Century Sailor

¹³ EO 13985

¹⁴ Oxford English Dictionary

¹⁵ U.S. Department of Labor, Equal Employment Opportunity (EEO)

race, color, national origin, religion, sex (including pregnancy, gender identity, and sexual orientation), disability, age, genetic information, reprisal, or other unlawful factors.¹⁶

Military Equal Opportunity: The right of all Service members to serve, advance, and be evaluated based on only individual merit, fitness, capability, and performance in an environment free from harassment, including sexual harassment, and unlawful discrimination the basis of race, color, national origin, religion sex (including pregnancy and gender identity), or sexual orientation.¹⁶

NOTE: It is valuable at this point to identify the distinction between EO, which is a statutory requirement, requires legal compliance, and carries penalties in law and under the UCMJ for violation, and DEI, which is a framework of best practices that is performance based and invites us to bring out the best in ourselves and our colleagues.

FACILITATOR TIP: If you feel comfortable, use yourself as an example to showcase identity factors. When it's time to talk about, "What is identity?" talk about yourself and offer up examples. "I am a 1st generation American and a woman, I am in my 30s and I am able-bodied..." Use yourself to acknowledge how an individual has multiple identities at once that can affect an individual differently depending on a situation or even physical location.

Examples of...

A Dynamic Identity: Age is a dynamic identity as it can be ever changing as we continuously age as human beings.¹⁷

Social Identities: A social identity is defined by the social sphere you inhabit – during the 1950s in the U.S. it was common to socially identify only male individuals as sailors.¹⁸

Shifting Identities: If you are the only Black, Indigenous and/or person of color (BIPOC) or a gender minority in a room, or perhaps if you go to a foreign country where you are a visitor, your identity shifts to highlight and illuminate the differences and even sometimes similarities in identity based the location you are physically in.¹⁹

Multiple Identities: A Black woman, is both Black and a woman. These two identities make up one individual as humans are not siloed in the identities that make up who we are.¹⁵

Definition of Intersectionality: The interconnected nature of social categorizations such as race, class, and gender, regarded as creating overlapping and interdependent systems of

¹⁶ DoDD 1020.02e

¹⁷ Intersectional and Dynamic Social Categories in Social Cognition by dr. Jessica D. Remedios department of psychology Tufts University and Dr. Diana T. Sanchez department of psychology Rutgers university Published October 2018

¹⁸ McLeod, S. A. (2019, October 24). *Social identity theory*. SimplyPsychology. <https://www.simplypsychology.org/social-identity-theory.html>

¹⁹ Mussweiler T, Gabriel S, Bodenhausen GV. Shifting social identities as a strategy for deflecting threatening social comparisons. *J Pers Soc Psychol.* 2000 Sep;79(3):398-409. doi: 10.1037//0022-3514.79.3.398. PMID: 10981842.

discrimination and disadvantage or sometimes as an advantage and privilege; a theoretical approach and framework based on such a premise.²⁰

NOTE: Intersectionality is a framework to understand how different identities can interconnect and combine with one another, affecting an individual or group. Intersectionality is a theoretical approach to highlight how different individuals' identity characteristics may affect them in the form of disadvantages or unnoticed advantages.

*Ex. Someone who is a disabled veteran, is a person with a disability **and** a veteran.*

Another ex. Someone, who is a white woman, may deal with gender discrimination but not racial discrimination vs. a Black woman may deal with both racial and gender discrimination.

FACILITATOR TIP: Ask the audience to, as they feel comfortable, share any one or multiple of their identities to show the different identities people may hold singularly or in an intersectional fashion.

Section 4: Intro to Bias (Slides 14-18)

NOTE: Conversations about bias, especially those that require us to be vulnerable, can make people feel uncomfortable. Providing a space that allows for compassionate and critical dialogue can help participants engage in how to understand and ultimately manage bias in meaningful ways. Encourage vulnerability and invite your audience to sit in their discomfort and make learning personal and productive.

Bias Discussion (slide 15):

FACILITATOR TIP: In your audience you may have individuals who think talking about bias can be difficult. Be prepared for individuals who may try to derail the conversation or negate the existence of bias. Understand that if you don't manage the conversation effectively, the learning experience of all could be impacted. Furthermore, comments from individuals that refuse to acknowledge how bias has affected their lives or the lives of others may invalidate the experience of those with marginalized identities in the room and cause them harm. Prioritize a continuing conversation, rather than attempts to shut the conversation down. One suggestion is to acknowledge the bias-denier's comments and ask for other perspectives from the rest of the group.

Discussion Prompts with Sample Answers:

1. In your own words, how would you describe bias?
 - o *A: Bias is a particular tendency, trend, inclination, feeling, or opinion, sometimes one that is preconceived or unreasoned which is often subconsciously created throughout one's life.*
2. Does anyone want to share any stories they would like to share about when they've been affected by another's bias?
 - o *A: I've been a rugby player all of my life, and I went to my local bank not long ago to dispute a charge. The bank employee at first was pretty nonchalant and rather unhelpful, however after casual small talk the topic of rugby came up, we*

²⁰ Kimberlé Crenshaw, 1989

both realized we had been players in the same position. Immediately, their attitude changed, and the employee became that much more helpful. They quite possibly showcased a similarity bias and their willingness to help me increased when we were perceived to be that much more alike.

3. Who is willing to share any stories of when they've perpetuated a kind of bias in their own life?
 - o *A: My native language is Spanish; I notice that I tend to just be naturally friendlier to those who I also know speak Spanish. What I perceived to be quite natural is actually a bias – a connection with this “in-group” of Spanish speakers that I have to admit sometimes makes me pick them over others to engage or collaborate with.*
4. Why is understanding bias important?
 - o *A: bias consciously or unconsciously creates an “in-group” and “out-group” – those whom one identifies with and those that one sees as different. While not obvious at first, if you add unequal access of power into these dynamics this can create barriers of unequal access, stifle creativity and create an environment where bias prevents full inclusion of everyone.*

Basic Definitions:

Definition of Bias: Bias is a particular tendency, trend, inclination, feeling, or opinion, especially one that is preconceived or sometimes unreasoned which is often created throughout one's life.²¹

Definition of Conscious Bias: Conscious bias is the intentional and responsive actions taken due to beliefs, experiences, and personal notions. These are biases we are fully aware that we have. This type of bias is processed neurologically at a conscious level as declarative, semantic memory, and in words.²²

Definition of Unconscious Bias: Also known as implicit, cognitive, or unconscious bias, this bias operates outside of the person's awareness and can sometimes be in direct contradiction to a person's beliefs and values. What is so dangerous about implicit bias is that it automatically seeps into a person's way of thinking or behavior and is outside of the full awareness of that person. Negative unconscious bias perpetuating harmful ideas that can turn into prejudice, stereotypes, or a dislike of certain groups of people.²⁰

Types of Bias:

²¹ American Psychological Association, Dictionary of Psychology

²² Banaji, Mahzarin R. author. Blindspot : Hidden Biases of Good People. New York : Delacorte Press, 2013

Confirmation Bias: The tendency to gather evidence that confirms expectations, typically by emphasizing or pursuing supporting evidence while dismissing or failing to seek contradictory evidence.²³

Anchor Bias: When we overly rely on the first piece of information we receive as an anchor to base our decision-making upon. This causes us to see things from a narrow perspective.²⁴

Affinity Bias: The tendency to favor people who share similar interests, backgrounds, and experiences. We tend to feel more comfortable around people who are like us.²⁴

Beauty Bias: The favorable treatment and positive stereotyping of individuals who are considered more attractive.²⁴

Conformity Bias: The pressure to we feel to act due to the actions of others, not our own independent thinking. Conformity bias can lead to the formation of groupthink.²⁴

Bandwagon Effect or Group Think: The tendency for people in social situations to align themselves with the majority opinion and do or believe things because many other people appear to be doing or believing the same.²³

Overattribution Bias: The tendency to overestimate the degree to which an individual's behavior is determined by their abiding personal characteristics, attitudes, or beliefs and to minimize the influence of the surrounding situation.²³

Outcome Bias: Giving too much importance to information about the outcome when trying to assess the quality of the decisions.²⁵

Prototype Bias: Assuming that someone is the perfect fit for a role or task based on stereotyping.²⁶

The Horn Effect: Forming a complete view of someone based on a single negative attribute.

For example, conventionally physically unattractive people are perceived to be less trustworthy even though there is no connection between morality and physical appearance.²⁷

The Halo Effect: When a generally positive evaluation of a person, or an evaluation of a person on a specific trait, influences judgments of that person in other areas.²³

For example, a person who is generally liked might be seen as more intelligent, competent, and honest than the person actually is.

OPTIONAL Bias-Related Activity: Close Circle Bias Audit

²³American Psychological Association, *Dictionary of Psychology*

²⁴Asana: *19 Unconscious Biases to overcome to help promote inclusivity*

²⁵Gauriot, Romain (2019). "Fooled by Performance Randomness: Overrewarding Luck". Banaji, Mahzarin

²⁶PriceWaterhouseCooper: *Blind Spots Training*

²⁷The EW Group: *The Different types of unconscious bias*

*FACILITATOR TIP: The following activity should be treated as optional during the briefing. You may choose to use this activity or replace it with your preferred bias-related exercise. You can also share instructions for the activity by using the **Close Circle Bias Audit Activity Template** and ask attendees to consider carrying out this activity independently or with friends and/or family.*

FACILITATOR TIP: If you are carrying out this activity with a group of attendees during a DEI 101 training, remind everyone that this is a personal assessment, and no one will be asked to share anything unless they want to. Estimated time for this activity is 10-25 minutes.

This activity is a chance to reflect on our close personal circle and explore ways unconscious bias may manifest in our daily life. Exploring the idea of who each of us has defined as our “in-group” in our personal lives, who do we actively connect and relate to or have an affinity towards?

Introduction: This activity is a guided audit of ourselves to uncover and analyze any unconscious bias we may have that might be perpetuated by our social circles. No one will be required to share any of their reflections, so please, be honest with yourself.

Materials: Pen, paper, phone, or *the Close Circle Bias Audit Template*.

Steps:

1. Instruct attendees to write down up to 10 ways they define their own identity (Ex. I am a 1st-generation American, I am female, I consider myself spiritual but not religious, I grew up in the Southwest etc.) make sure they number the 10 identities they write down. *(2 Minutes to complete this)*
2. Now ask participants to think of 5-10 individuals they consider close to them, that are not biologically or legally bound to them (No in-laws, parents, adoptive parents, Foster siblings, biological related individuals to them etc.) and note them on the template or a piece of paper. *(2 minutes to complete this)*
3. Now using the Close Circle Bias Audit Template or a piece of paper make a mark next to each of the names that share any of the identity’s participants defined in Step 1. *(3 minutes to complete this)*
 - a. Ex 1. If [ex. Melissa] shares your same religion and gender, make a mark in the corresponding columns, this would equate 2 marks, one for religion and one for gender
 - b. Ex 2. If [ex. Lawrence] shares your same socio-economic class, nationality and race make three marks
4. Move to post-exercise self-reflection.

Suggested Debriefing Questions:

Use the next few minutes to review and compare the identities attendees wrote about themselves and the identities of their chosen close circle. Ask participants to reflect on the following:

- How many of these individuals share your race? Gender? Socio-economic background? Physical ability? Nationality? Age group/generation? Sexuality? Religion?
- Are any identities missing or absent in your close circle?
- Who do you feel most comfortable with speaking openly about sensitive topics such as religion, politics, etc.? What identity factors do you share with those individuals?
- If you were to define a person you would “trust” in an unsafe situation (i.e., lost in an unknown city, traveling by yourself late at night) what identities would that person have?
- What has this audit highlighted about bias in our social spheres?

Section 5: Disadvantaged Individuals or Groups (Slide 19)

NOTE: While not enumerated in the slides, discussion of Disadvantaged Individuals and Groups may bring up the buzzword “Privilege,” which is a hot button topic. Defensiveness or apprehension may come up in this section. It is important to reiterate that no one is being attacked, nor that any of these advantages or disadvantages erase any hardships or hard work any individual or group of people has gone through. This a framework used to understand potential barriers we may need to address. By acknowledging who has advantages that easily go unnoticed, we also acknowledge who is being disenfranchised and not being given equal opportunities to succeed.

“Having privilege does not mean that an individual is immune to life’s hardships, but it does mean [that individuals may have an inherent benefit or advantage received] in society by the nature of their own very identity.”²⁸

Everyone comes from different backgrounds, educational levels, socio-economical situations and experiences, often due to factors beyond our control. The systems and circumstances of our lives play an important role in outcomes, even when the framework of equality is already written into policy.

Some examples of advantages and disadvantages are provided on the slide; many of them could fulfil the opposite role depending on the situation. The examples listed here are principally experiential which, while connected, are not the same as advantages or disadvantages based in identity or systems.

FACILITATOR TIP: During this section, identify your own advantages and provide examples of how they have affected you, what opportunities you might’ve had access to because of them, or even how the advantages of others have affected you.

NOTE: While discussing Disadvantaged Individuals and Groups, facilitators are invited to dive as deeply as they are comfortable. Those facilitators who are comfortable discussing systems of advantage and disadvantage should feel empowered to do so. Discussion points could include whether there are senior leaders who share an identity, whether one is regularly the only person of an identity in a room, and whether an identity causes one to be aware of the reactions of others based upon that identity.

²⁸ Kathleen Ebbitt, 2015. [Why It's Important to Think About Privilege — and Why It's Hard \(globalcitizen.org\)](https://www.globalcitizen.org/en/content/why-it-is-important-to-think-about-privilege/)

Section 6: Active Allyship (Slides 20-21)

Definition of Allyship: Authentic allyship is to take intentional action, such as listening, learning, and uplifting those in underserved communities to ensure all voices are heard and respected. Being an authentic ally is to form genuine relationships to advocate for fair treatment and increase feelings of inclusion and belonging for all.

Examples of Allyship...

Able-bodied individuals advocating for accessibility into a building or advocating for close captions during all meetings.

Straight people advocating for marriage equality.

A man challenging another man for routinely interrupting female colleagues.

A white person challenging unequal standards of professionalism based on race, such as which hairstyles are considered “professional” vs. not.

FACILITATOR TIP: During the “Best Practices” section, welcome attendees to share examples of allyship they have seen or participated in. Allyship may mean different things to different participants, be ready for open dialogue about different opinions and discussion about the definition of allyship – understanding that perception of allyship may change dependent on the circumstance at hand.

Section 6: Summary (Slides 24-25)

DEI 101 is intended to provide a foundational understanding of essential concepts related to DEI in the Navy. The knowledge and lessons learned around identity, bias, disadvantages, unnoticed advantages, and allyship and will sustain our Culture of Excellence when we consistently reflect upon and reimagine how we can integrate these lessons into our day to day.

- The U.S. Navy recognizes that leveraging DEI is key to reaching our warfighting potential. Our mission and leaders know we must have an actively inclusive team to achieve top performance advanced through our commands diversity and maintained through organizational standards of equity.
- Diversity, equity, and inclusion work with one another and benefit the U.S. Navy’s organizational strategy to make sure all individuals of all identities feel that they belong and contribute. An organization without diversity is limited, diversity without inclusion can bring about exclusion, and inclusion without equity prevents people and organizations from reaching their potential.
- Our individual identity and lived experiences provide the foundation of our biases and if we fail to recognize how our bias can influence our thoughts and behaviors, it can have potentially harmful effects.
- **Bias** is not an inherently negative trait, but we must understand that our bias can cause us to make decisions that have the potential to disadvantage other individuals or groups. Our authority, influence and experience can uplift and empower if used to be an **ally** for others
- To practice active allyship, you must consistently use your voice to intervene when needed, combat inequalities and stand up to injustice.

NOTE: Slide 23 shows the DEI Core Competencies and highlights the ones that have been addressed during this training. As DEI 101 is the first of a longer series of training modules, the other Core Competencies will be highlighted in future modules.

NOTE: When facilitating DEI 101, questions may arise that the facilitator does not have an immediate response to. Facilitators should feel free to contact the OPNAV N17 staff for further background and information regarding subjects that arise in order to better respond to questions during and after the session.

Section 7: Resources (Slide 24)

RESOURCES

- [¹U.S. Navy Inclusion & Diversity Goals & Objectives](#)
- [²DoDI 1020.05](#)
- [³EO 13985](#)
- [⁴Brandeis University, Office of Diversity, Equity & Inclusion](#)
- [⁵U.S. Department of Labor, Equal Employment Opportunity \(EEO\)](#)
- [⁶Human Resource Management International Digest](#)
- [⁷J Pers Soc Psychol](#)
- [⁸American Psychological Association, Dictionary of Psychology](#)
- [⁹Asana: 19 Unconscious Biases to overcome to help promote inclusivity](#)
- [¹⁰The EW Group: The Different types of unconscious bias](#)
- [¹¹Fooled by Performance Randomness: Overrewarding Luck.](#)
- [¹²PriceWaterhouseCooper: Blind Spots Training](#)
- [¹³USC School of Social Work](#)

ADDITIONAL RESOURCES NOT OTHERWISE CITED:

- [Federal Equal Opportunity Recruitment Program \(FEORP\) Report FY18 \(opm.gov\)](#)
- [Office of Diversity Management and Equal Opportunity \(defense.gov\)](#)
- [Diversity and Inclusion Final Board Report > U.S. DEPARTMENT OF DEFENSE > Release – DoD I&D Report December 2020](#)
- [DoDD 1020.02E, Incorporating Change 2, June 1, 2018](#)
- [Executive Order 13985 of January 20, 2021 Advancing Racial Equity and Support for Underserved Communities Through the Federal Government](#)

NAVY RESOURCES

- [Diversity & Equity in the U.S. Navy | Navy.com](#)
- [Commander's Inclusion and Diversity Toolkit](#)
- [Signature Behaviors of the 21st Century Sailor Version 2.0 February 2020](#)
- [Task Force One Navy Report](#)
- [CNO Professional Reading Program](#)

VIDEOS

- [One Team, One Navy: A Video Message from CNO Gilday – YouTube](#) – CNO Video Message 25 June 2020

EXTERNAL RESOURCES & RESEARCH

NOTE: The appearance of external hyperlinks, references, research, and resources does not constitute endorsement by the Department of the Navy or the linked websites, or the information, products or services contained therein. Some resources are included to provoke thought and cause the reader to question their assumptions, which is why the Department of the Navy does not endorse every viewpoint of each author or creator. Exposure to varied viewpoints improves critical thinking skills.

- [Banaji, Mahzarin R. author. *Blindspot : Hidden Biases of Good People*. New York :Delacorte Press, 2013](#)
- [Baron, J., & Hershey, J. C. \(1988\). Outcome bias in decision evaluation. *Journal of Personality and Social Psychology*, 54\(4\), 569–579.](#)
- [Catalyst, Quick Take: Turnover and Retention \(April 16, 2020\)](#)
- [Center for Talent Innovation, *Being Black in Corporate America Report, 2019*](#)
- [Cook Ross, *Unconscious Bias Learning Lab*](#)
- [Delivering Through Diversity, McKinsey & Company, January 2018 Report](#)
- [Forbes, *Allyship - The Key To Unlocking The Power Of Diversity* by Sheree Atcheson, November 30th 2018](#)
- [Harvard Business Review, *How Diversity Can Drive Innovation* by Sylvia Ann Hewlett, Melinda Marshall, and Laura Sherbin, December 2013](#)
- [Harvard Business Review, *Making Work Less Stressful and More Engaging for Your Employees* by Natalia Peart, November 05, 2019](#)
- [Harvard Business Review, *Teams Solve Problems Faster When They’re More Cognitively Diverse* by Alison Reynolds and David Lewis, March 30, 2017](#)
- [Harvard Business Review, *The Value of Belonging at Work* by Evan W. Carr, Andrew Reece, Gabriella Rosen Kellerman, and Alexi Robichaux, December 16, 2019](#)
- [Helen H. Yu and David Lee, “Gender and Public Organization: A Quasi-Experimental Examination of Inclusion on Experiencing and Reporting Wrongful Behavior in the Workplace,” *Public Personnel Management*, vol. 49, no. 1 \(2020\)](#)
- [Intersectional and Dynamic Social Categories in Social Cognition by dr. Jessica D. Remedios department of psychology Tufts University and Dr. Diana T. Sanchez department of psychology Rutgers university Published October 2018](#)
- [Kirkland, Anna \(2011\). " *The Beauty Bias: The Injustice of Appearance in Life and Law* . By Deborah L. Rhode . New York : Oxford University Press , 2010](#)

- [Madera, Juan & Ng, Linnea & Sundermann, Jane & Hebl, Mikki. \(2019\). Top Management Gender Diversity and Organizational Attraction: When and Why It Matters. Archives of Scientific Psychology.](#)
- [McLeod, S. A. \(2019, October 24\). Social identity theory. Simply Psychology.](#)
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